Indiana's Response to Intervention Academy

We have our Benchmark Data, Now What? A Team Approach to Reviewing Universal Screening Data

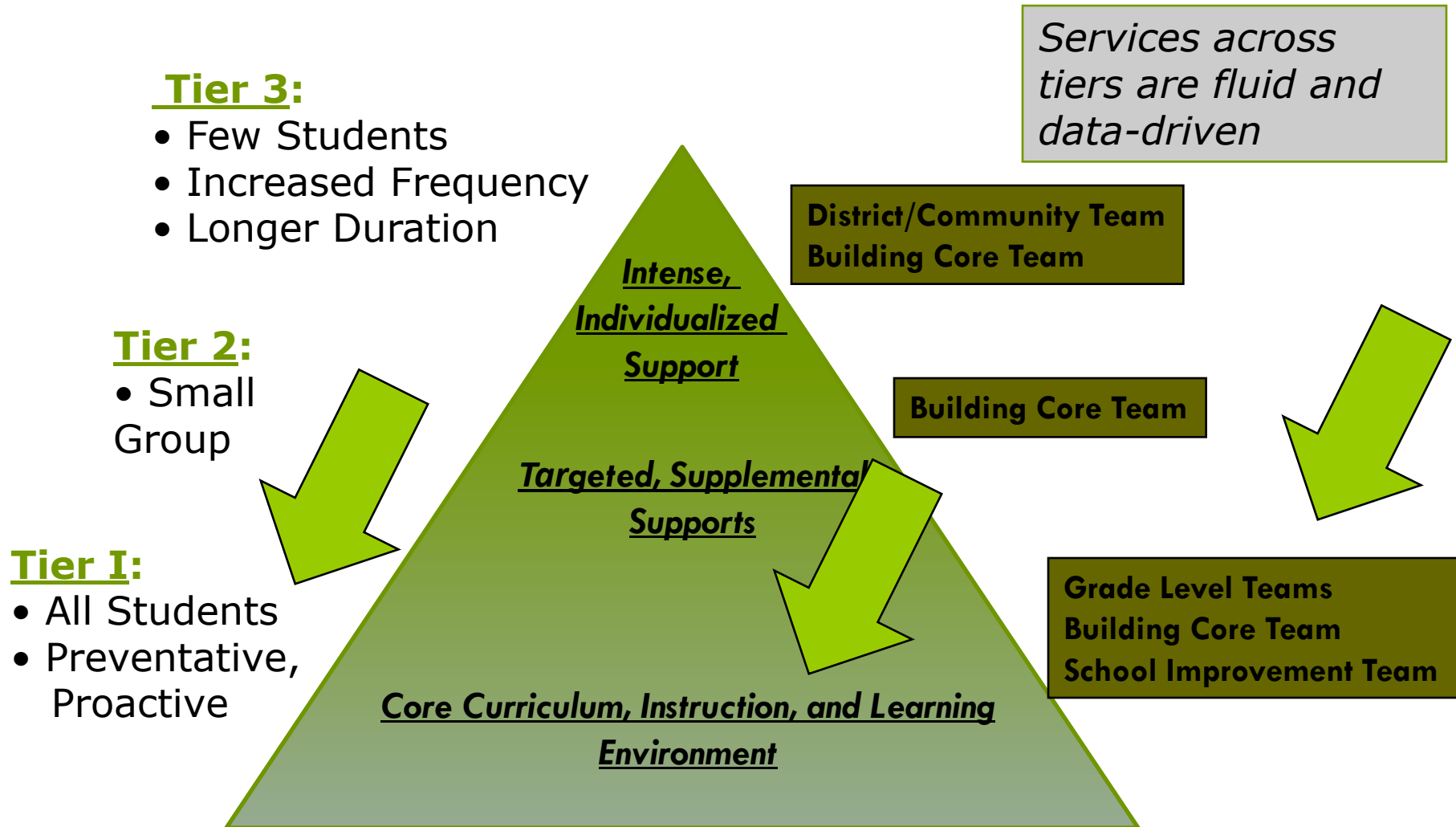Rebecca S. Martínez, Ph.D.

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1.28.2009 | 8:30 – 10:15 AM

Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Services across tiers are fluid and data-driven

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting My Presentation to Indiana's Vision of RTI

- Emphasis on a team approach to reviewing universal screening data
- What this means in terms of making the whole model work like a well-oiled machine
- The how-to steps of reviewing universal screening data
- Look at a case example and have a Q&A with a real Indiana school

Data-Analysis Teaming

- Collaborative teams are key aspects of overall school reform

    Rosenfield & Gravois, 1996

- Problem solving is perhaps the most fundamental component of IDEA 2004

    Kovaleski & Pedersen, 2008

Data-Analysis Teaming

Problem solving is an important tool for facilitating improved teaching, allowing more students to achieve proficiency in basic skills and fewer students to require special education.

Kovaleski & Pedersen, 2008

Data-Analysis Teaming

Problem-solving teaming ought to be incorporated at Tier 1 as a support for the general instructional process for all students.

Kovaleski & Pedersen, 2008

This teaming process helps teachers with planning and implementing instructional strategies that will differentiate for students' varying skill levels

Kovaleski, 2007

Data-Analysis Teaming

Tier 1

Data-Analysis Teams (DATs)

Tiers 2 and beyond

Problem-Solving Teams

Data-Analysis Teaming

- DATs use universal screening data to make large-group instructional plans

- Must have a system for efficiently assessing all students and managing the data

Kovaleski & Pedersen, 2008

DAT Membership

- All teachers from a grade level ~ but no more than about 6 teachers
- School principal
- Staff member who is knowledgeable about measurement theory (e.g., school psychologist)
- Any additional staff with expertise in basic skill areas (e.g., reading recovery trained teacher)

Kovaleski & Pedersen, 2008

DAT Frequency and duration of meetings

- Immediately following administration of universal screening/benchmarking
- Expect to meet approximately one hour (may be longer in initial years of operation)

Kovaleski & Pedersen, 2008

Features of Really Good Screening Measures

- Tap the Big Ideas in Reading
- Efficiently administered to large groups
- Administered at least 3xs per year
- Data should be able to be disaggregated for groups and individuals BY skill and by student name
- Sensitive to change
- User friendly and able to provide summary formants

Kovaleski & Pedersen, 2008

Note…

- Make sure ALL teachers are trained to interpret data-summary documents *before* holding DAT meetings
- We want everyone present to understand the data so no time is wasted

Kovaleski & Pedersen, 2008

Meeting Procedures: Before the Meeting

- Data are prepared in teacher-friendly format
- Data are sent to teachers in advance!
- Principal selects session facilitator
- Principal arranges all meeting logistics (date, time, place, goodies, etc.)

Kovaleski & Pedersen, 2008

Meeting Procedures: During the Meeting

- Handout 1: Data-Analysis Team Meeting Protocol for Review of Universal Screening Data

- Handout 2: Data-Analysis Team Meeting Worksheet for Review of Universal Screening Data

Kovaleski & Pedersen, 2008

Meeting Procedures: During the Meeting

- Team identifies current performance of a grade level on relevant benchmark for grade and time of year
  - In terms of % at proficient, emerging, or deficient
- Team sets measurable goal or goals to achieve by the next review point
  - In terms of % of students making X progress toward goal

Kovaleski & Pedersen, 2008

Meeting Procedures: During the Meeting

- Team generates instructional strategies that directly address the goal
  - Keep in mind that the strategies selected are intended for large groups, not individuals
  - Consider strategies that can be regularly scheduled as part of the daily classroom routine
  - Evidence or research-based
  - Practical
  - Materials should be available

Kovaleski & Pedersen, 2008

Meeting Procedures: During the Meeting

- Team selects strategies and agrees to implement them
- Team plans logistics of strategy implementation
  - Consider duration, frequency, when it will occur during the day, what supports might be needed
  - Ensure teachers know how to deliver that particular strategy effectively
  - Meet periodically to ensure correct implementation
- Understand that there is a commitment by the group to implement these strategies and make the instructional changes

Kovaleski & Pedersen, 2008

Meeting Procedures: During the Meeting

- Team identifies which students need more frequent assessment
  - Most deficient scores
  - Stalled students
- Team sets next meeting date

Kovaleski & Pedersen, 2008

Meeting Procedures: In between Meetings

- Monitor fidelity of intervention; provide feedback to each other; tweak accordingly
- Monitor students' progress
- Fine-tune strategies

Kovaleski & Pedersen, 2008

Meeting Procedures: In between Meetings

- Active involvement of the principal cannot be underestimated
  - Provide accountability
  - Inspect lesson plans
  - Check that the strategies are embedded into the daily instructional routine
  - Support your teachers!

Kovaleski & Pedersen, 2008

Meeting Procedures: In between Meetings

Active involvement of the principal sends the message that the DAT process and the consequent changes to the instructional process…are the vehicle by which the school stays on track in meeting its AYP goals" (p. 122)

Kovaleski & Pedersen, 2008

Identification of potential nonresponders

- Another goal of DAT team is to begin identifying nonresponders
- More traditional problem-solving teams are to be used for ongoing support of these students

Kovaleski & Pedersen, 2008

A Case Example

Screening and Intervention Recording Form

Grade: _1_ Date: _Sept. 25_ Meeting: _x_ Beginning _____ Midyear _____ End of year

Target skill (Percentage of students at proficient level based on benchmark/standard):

77% of the students in first grade are at the proficient level on the phoneme segmentation fluency subtest of DIBELS (35 psm). 19% are emerging this skill (11–34 psm), and 4% are in the at-risk range (less than 10 psm).

Goal for the next quarter (Percentage of students at proficient level based on benchmark/standard):

By the January benchmark assessment, 90% of the students in first grade will reach proficiency on phoneme segmentation fluency subtest (35 psm or better). No students will be in the at-risk range.

Strategies selected for implementation this quarter:

- Teacher-Directed Pathways to Achieving Literacy Success
- "Say it and move it" activities
- Letter Naming–Sound Training
- Segmenting and blending activities
- Early Reading Intervention for small groups

Logistics for implementation of strategies selected:

- Bimonthly meetings of teachers to discuss implementation of strategies
- Ms. Jones will demonstrate the Letter Naming–Sound Training strategy for Mr. Pierce, and follow up with coaching twice per month in his classroom
- Ms. Principal will arrange for a substitute for Ms. Jones for demonstration and coaching

Students identified for Tier 2:

Name	Assessment measure	Score
Kevin C.	DIBELS PSF	8 psm
Mary N.	DIBELS PSF	5 psm
Emma P.	DIBELS PSF	5 psm
Susie V.	DIBELS PSF	3 psm

South Lebanon: Kindergarten Spring Performance Phoneme Segmentation Fluency Since 2002–03
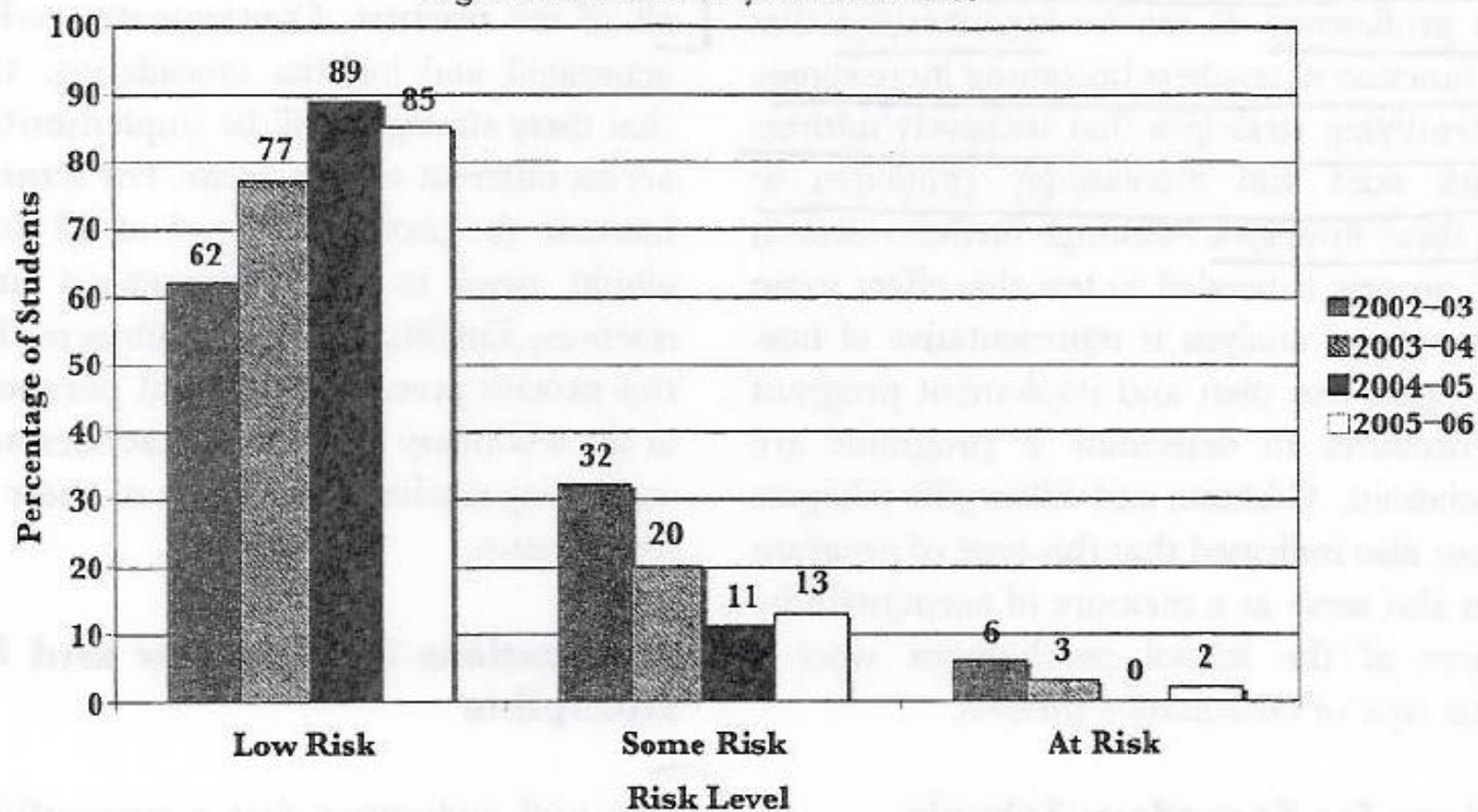
DIBELS May ORF-PSSA Reading Standard Score (5th Grade 2004)
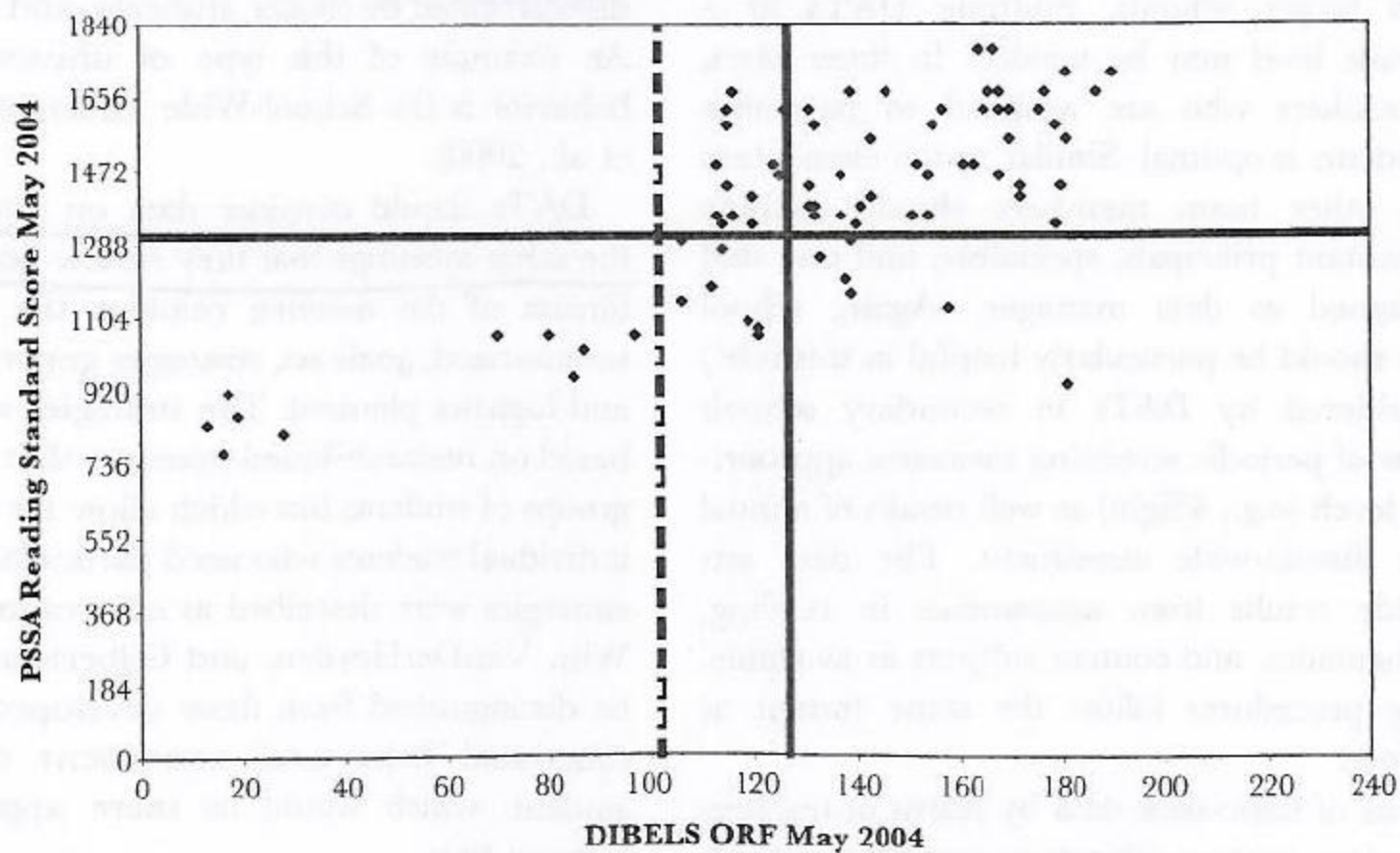
A real life example!

Q & A time with
New Albany-Floyd County School Corporation

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Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Only by working as a team on all aspects of RTI implementation can this "thing" work like a well-oiled machine

- The step-by-step process of reviewing data at the universal level (try it and send me an email about how it goes!)

- Connect with colleagues from *New Albany-Floyd County School Corporation*